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ABSTRACT

To outline what has been accomplished within the first six months period of the Independent Study Project (ISP) without delineating minute detail is the purpose of this report. While it is a "state of the art" report, it should be recognized that a continual trial and error and evaluation process has been and is still being engaged in by all participants. The SMU faculty's interest and cooperation in the total project and the empathy of those who have conducted workshops and provided tutorial guidance have greatly enhanced the image of ISP. The statistical sheet which indicates College-Level Examination material requested, number and types of inquiries, and the number of study guides taken is attached. A copy of the first workshop schedule is also attached. At the end of the first six months of ISP it is obvious that tremendous numbers of independent students rushing through the library doors is not happening. No one knows how many independent students should be expected to come through those library doors. It is too early to say more than that the Project has been a stimulating library learning experience. (Related documents are: LI003916, 003917, and 003919). (Author/NH)

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REPORT TO THE NATIONAL INTEREST COUNCIL:

March 7 and September 15, 1972.

Independent Study Project
Dallas Public Library
Dallas, Texas

Project Director:

Mrs. Jean Brooks

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REPORT TO THE

NATIONAL INTEREST COUNCIL

Independent Study Project
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March 7, 1972

Project Director:

Mrs. Jean Brooks

The purpose of this report is to outline what has been accomplished within the first six months period of the Independent Study Project without delineating minute detail. While it is a "state of the art" report, it should be recognized that a continual trial and error and evaluation process has been and is still being engaged in by all participants. Branch staff members, both individually and in group meetings, have shared ideas and information with the Project Director and with each other. Southern Methodist University has done an outstanding job. The SMU faculty's interest and cooperation in the total project and the empathy of those who have conducted workshops and provided tutorial guidance have greatly enhanced the image of ISP. The Project's Advisory Committee has provided that wonderfully comfortable sense of security which a Project Director of a pilot study such as this needs. The Committee members are quick to respond to questions and ideas, and they take a vital part in following through in areas of primary need. Secretarial duties involved in a project of this type call for an individual with imagination and enthusiasm. The Project Director has been fortunate to have someone who really does the work of an assistant under the title of Project Secretary. The Project Evaluator has performed a remarkable service in

furthering a spirit of cohesive understanding and effort among branch staff members.

The Independent Study Project got off to a good start in September of 1971. Publicity was carried across the media, with television, radio and newspaper coverage. Pre-planning had prepared the staff members of the five participating branch libraries with orientation sessions. Southern Methodist University faculty had prepared the 20 study guides and reading lists which would be used as resource materials. CLEP information was ready for distribution at each of the branches, and the DuKane projectors were delivered to the five branches for use in the College Information Centers. Filmstrips and cassette tapes from each of the area colleges and universities followed later, and branch librarians were given a workshop on the use of the hardware and software. Area colleges and universities were asked for catalogs for the participating branch centers.

Primary concerns of the project's proposal are the use of the Library as an information and distribution center for CLEP and as an advisory center providing study guides and reading lists. A statistical sheet for use at the five branches was developed so that such information could be quantitatively measured. A copy of the six months' cumulative statistics sheet is attached to this report. The sheet indicates College-Level Examination

material requested, number and types of inquiries, and the number of study guides taken. Figures are tabulated at each branch library, weekly, covering the period of a month with weekly and monthly totals listed. Inquiries are listed "in person" or "by telephone," and are tabulated on block hour periods to indicate the possibility of rush hours for such queries. Monthly sheets are forwarded to the ISP Office where cumulations of all branch figures are prepared along with a continuing cumulation (of grand totals) and distributed with a monthly report to participating branches, members of the Advisory Committee, and the Evaluator.

Statistical information to date shows that in all branches in-person inquiries outnumber telephone inquiries by 50%. The major portion of inquiries of all types, either in person or by telephone, falls within the block hour period of 12 noon to 5 p.m., with the remainder being distributed evenly between block hour periods of 10 a.m. to 12 noon and 5 p.m. to 9 p.m. The branches do not open at 10 every morning and they do not remain open until 9 every night. The 12 noon to 5 p.m. block is the only time period which runs through five days a week which could account in large part for the great number of inquiries tallied at this time period.

Inquiries are divided into three categories: Directional, Reader Guidance, and In-Depth Discussion,

with statistics showing that the greater number of inquiries require in-depth discussion, followed by directional queries, with reader guidance requests falling far below in total number. Initial individual answers to inquiries about the project take from 7 minutes at Audelia Road to 30 minutes at Crossroads Learning Center. CLEP literature distributed, in order of numbers, has been the College Credit by Examination folder; Bulletin of Information for Candidates; Description of General and Subject Examinations, which have been distributed in equal numbers; and only three requests for the booklet on What Your Scores Mean. All 20 study guides and reading lists have been distributed, with the most popular being English Literature, American History, Sociology, Western Civilization, and Human Growth and Development. Many independent students take more than one study guide, particularly those preparing for the General Examination.

The total number of items of CLEP literature distributed for the period from September 1, 1971, to February 29, 1972, is 3,056. The total number of reading lists and study guides distributed during the same period numbers 2,054, and the total number of all types of queries numbers 947.

Other primary concerns of the project as outlined in the proposal are the use of the Library as a College Information Center and the Library serving to meet the informational needs of the independent student on a

continuing basis. The first question most often asked by participants in the project is: "Where can I get credit for the examinations and how much credit can I get?" Unfortunately, this has been the informational need for which we have had the least information. During the month of October, 1971, personal visits and letters to area universities and colleges described our Project, and it was at this time we learned how much of a pilot project we really are. In the past six months interest in the CLEP program among the academic institutions has grown, and there are now more avenues for credit for CLEP candidates; other institutions are in the planning stages. The Southwestern Regional Office of the College Entrance Examination Board has been very cooperative in keeping us informed of developments. We suspect that, from the viewpoint of the Independent Study Project, our strength lies in the number of CLEP candidates we have who will be asking for credit from area colleges and universities, thereby pointing up the need for the acceptance of CLEP scores by more institutions. There are indications that this process may be in low gear action at present. To put it bluntly, a serious student, such as a veteran who wants to earn 2 years of credit which CLEP advertises as a possibility, finds himself on shaky ground. He is put in the position of shopping for a cumulative number of acceptable credits. Unless he shops carefully he may find

himself with 60 hours of CLEP credit, only a fraction of which is transferable to any one of our area institutions. Current catalogs from area colleges and universities have not been forthcoming to date; so the CLEP candidates must use the Central Library for such information. Scattered information sources discourage independent students; therefore, personal visits to universities may well be necessary again. Counseling for prospective CLEP candidates has been available from Southern Methodist University and its evening school, Dallas College. The CLEP testing center at SMU has been most cooperative in answering CLEP candidates' questions about the tests. All who wish to take part in the Independent Study Project are referred by the librarians to the college or university of their choice as one of the initial steps, since academic counseling is not within the province or expertise of the librarians.

Once the independent student's initial questions are answered, he has conferred with his college, and chosen the study guides and reading lists he needs, information as to time spent with individuals by the librarian is very sparse. Only the two smallest branches, Crossroads Learning Center and Oak Lawn, have found it necessary to request library materials from other Dallas Public Library agencies for Project independent students. No branch has felt it necessary to order material as a result of a

project need. The larger branches do not find it possible to differentiate between Independent Project students and their usual public on a continuing basis. The Dallas Public Library's circulation system does not provide an ability to maintain a record or keep a count of circulation of books on the reading lists.

In an effort to keep a continuing contact with those who have come into the Library for the purpose of independent study, a postcard has been printed (with space for name, address, and telephone number) which each participant is given the opportunity of filling out if he wishes to be notified of workshops as they are scheduled. Response has been good, and a mailing list is steadily growing. The list now numbers 411. At the bottom of the card each participant may fill out is the following notation:

> ...so that we may ask your opinion
> of our Independent Study Project
> at a later date. Thank you!

These postcards provide the Evaluator and branch and project personnel with a profile of geographic area, enabling the branch personnel to guage how many of those on their mailing lists are actually from their particular neighborhoods. This is of primary importance, since each of the five participating branches was chosen on the basis of its socioeconomic character (including lower middle, middle middle, upper middle, and higher stratifications, and one inner-city library serving a socioeconomically-

culturally-ethnically mixed population). Within the scope of this report it seems appropriate to state that participation in the Independent Study Project comes from across the city of Dallas and spreads out into the neighboring suburbs.

The first workshop was scheduled in October, 1971. The subject, "How to Study Effectively," was presented by Mrs. Virginia Chancey of Southern Methodist University to a participating audience of 68 persons. A copy of the workshop schedule for all five branches is attached to this report, so I will not attempt to present a full list within this report. Of primary interest to the Project is the fact that Audelia Road Branch, which started out with the stellar performance of 68 in attendance, has held three subsequent workshops with a steady drop in attendance. One of the 4 in attendance at the last workshop in February stated that she had attended every one, and they were all good. She attributed drop-off to family activities and/or poor publicity. It has been suggested that the Audelia Road audience is fairly sophisticated; the last three workshops have been: "How to Use the Library," "Effective Ways of Reading Books," and "Organizing for Essay Tests," all of which were basic to a lack of knowledge which might not exist within this group. It will be interesting to see what happens with the April Audelia Road workshop, which will provide direction for the study of

general psychology. At Hampton-Illinois Branch most of the postcards have indicated residence in outlying small suburbs, yet their first workshop held on the same night as one at Audelia Road brought in 14 persons, all of who were new to the Project. Publicity in the newspapers had brought them there. At the end of February seven workshops had been held, with a total attendance of 138.

The workshop format is an informal give and take session, and audience participation has been excellent. Each branch is being encouraged to schedule one workshop per month in order that a continuing contact be established with independent students in the Project. This area of the study will be of interest to follow and assess. To date there has been only one request for personal tutoring, and it proved to be easily handled with a short conversation with an SMU professor in the field of humanities. The need was for guidance on moving into the broad field of humanities; this led to the first workshop on that subject which was conducted at Crossroads Learning Center late in February by Dr. John Mears.

In order to alert the community to the Independent Study Project and its potential as an educational resource, personal visits have been made to a variety of institutions and associations. In visits to universities and colleges in the area it is pointed out that ISP hopes to become a motivating source to bring back into, or to introduce to,

the academic institution many people who might otherwise never continue with education. Stress is laid also on the position that many of these persons may study for personal enrichment only and with encouragement and confidence gained through independent study may be introduced to non-credit courses within the formal institutions. Within the academic community the concept of ISP is gaining acceptance. There is definite interest in the progress of ISP, but the Project must prove itself.

As I have moved out of the academic area, I often find that the Independent Study Project, which seems very clear to me, is most difficult to explain. I am usually well down the road on my explanation when I am brought up short by the question, "Are the classes held in the Library?" If the person I am speaking with knows what CLEP is, it is simple to explain the role of ISP, and herein lies the clue to the complexity of the Project. If the concept of independent study outside of any structure whatsoever is understood, then it is possible to conceive of a program in which one can study and prepare for a test to earn college credit. From that stage of comprehension it is an easy step to accept the Library as an information and resources center. Armed with this approach, I have visited people working with retired persons, the Chamber of Commerce, the Institute of Lifetime Learning, and the Retired Teachers Association.

By this time the Project was ready to begin moving out into business and industry. The Dallas Personnel Association gave me the list of 500 businesses and industries in the area out of which they named 25 top companies which publish house organs. I chose these 25 for personal visits. At my first visit I arrived equipped with the usual folder of material and the usual patter. I quickly learned that big industry was receptive, but with rapid staccato-like precision they required a written approach complete with funding agencies, study guides and authors, and lists of the Advisory Committee and National Interest Council which could be presented to administration for consideration as a proposal. Time was money, and five hours of corporate personnel staff time to organize all this material in our packet was cost to the company. If administration recommends something to thousands of personnel, administration wants to know all there is to know about it. So I wrote up a rough draft paper listing this information in 1-2-3 order, and corporate personnel now has it for evaluation and criticism. Out of all this the Independent Study Project office will prepare a brochure which can be used with all agencies I visit. I have also learned that here is another structure in which I will learn to operate. Not all the companies visited to date needed so much detailed information, but so far two others have. All of industry reached so far has reacted most favorably

to the concept of self-enrichment. One company has brought to our attention that practical approaches to job up-grading under the Equal Opportunities Act often bring with them a need for educational up-grading. It has been suggested by this Director of Management Development that the Independent Study Project may be an appropriate instrument for such educational opportunities.

All businesses and industries reached so far have indicated that they will cooperate with us in any way they can. Several have indicated possible interest in placing mention of such participation in the employees' personnel folders. Not only can business and industry direct people into the program, but they can be helpful in aiding with statistics for evaluation purposes should they elect to use the Project for employee education recognition. Some will explore the idea of paying for acceptable scores. Continuing relationships with industry is a must; the Project is considering a one-sheet, fold-up monthly newsletter which will list workshops, special items of interest to ISP participants, and relevant TV programs for the coming month. It is hoped that in time the Project will have a success story or two to add. Industry can be a powerful ally in the Independent Study Project.

Keeping the library community advised has been accomplished through attendance at ALA Midwinter Meeting in Chicago, writing an article for the Association of Hospital

and Institution Libraries, and answering individual letters of inquiry from over 60 people and institutions. Mr. Reich has had articles concerning the ISP in College Board Review and Wilson Library Bulletin; announcements of the Project have also appeared in College and Research Libraries News, Library Journal, Junior College Journal, American Libraries, LC Information Bulletin (Library of Congress).

The library community is highly interested in the progress of the Project. At this stage it is difficult to give concrete answers to their questions. From the people who call or drop in the Project office we know that we have a few veterans, we have interest from the County Jail, and we have working mothers. We have State Welfare Office workers, also. The State Merit Council will give credit for CLEP scores on a transcript. The Texas State Education System will give credit toward the teaching credentials for acceptable CLEP scores for deficiencies in American Government or American History, and we know that we do have some teachers studying.

We know that we have a number of Black people working in the Crossroads Learning Center. We have in a psychiatric unit and in a convalescent center two individuals who will be leaving the institutions, but are not yet ready. We have a group of elderly in a community center who are studying for personal enrichment.

Some thoughts for consideration have evolved from directing the Project:

> Perhaps the person we will reach is a very special type; he must have not only the desire to learn, but the drive to study on his own. He, for whatever reason, finds the formal institution inaccessible. This may be because of distance, fear of pressure and lack of confidence, or appropriate timing.
>
> It may well be that the minorities can use this sort of program most meaningfully. If this is so, perhaps we should be considering Ethnic Studies.
>
> So far we have noticed no impact on the Brown race. Should universities be considering Ethnic or Multi-cultural Studies as a part of the curriculum?

At the end of the first six months of the Independent Study Project it is obvious that tremendous numbers of independent students rushing through Library doors is not what's happening. What is equally apparent, and of great significance, is that no one knows how many independent students should be expected to come through those Library doors.

It is too early to say much more than that Project personnel are involved in a stimulating library learning experience.

Dallas Times Herald March 7, 1972

Library's CLEP Class Plan Studied for National Use

By PAMELA STONE
Staff Writer

Something of a national "first" initiated by the Dallas Public Library, the Independent Study Project, may enable students of widely ranging ages to gain two years of college credit without ever having stepped on a campus.

Because of its great interest, the Independent Study Project was reviewed Monday by several representatives from various college and library associations across the nation for possible expansion on a national scale.

The project, in conjunction with the College Level Examination Program (CLEP), offers a chance for the Dallas residents to complete up to two years of college credit through independent study.

The representatives, forming a group called the National Interest Council, were selected by the Dallas Public Library to review the independent study project every six months for a period of two years.

"We are interested in using the National Interest Council as a sounding board for the review of the independent study project," said Dallas Public Library deputy director David Reich.

"With the help of the Council's comments, we hope to improve the project so it will be recognized by all public libraries as a milestone in the role of independent study."

The first library visited by the Council was the Crossroads Community Learning Center at Forest Avenue Branch Library. Here, branch director Mrs. Cordie Hines explained the project's purpose.

"The independent study project gives people who don't have the time or money to go to college an opportunity to complete college credit on their own," she said.

"Each branch library participates in the project," she continued, "by serving as an information and assistance center to all interested, project candidates."

"We help each candidate study independently and prepare for exams by providing him with the neccessary reading materials, study guides, tutorials and study workshops," she added.

She also explained how members of the South Dallas community had benefited from the project. "Most people in this area have never been to a public library. This new study project gives them the incentive to come here and try to improve their education."

Another council member also believes in the future of the study project.

"I think the project is a wonderful idea, because it coincides with the purpose of all public libraries ... to provide a place for people to get information and raise their education level on an individualized basis," said Edward Sintz, director of the Miami-Dade Public Library of Miami, Fla.

Tuesday, the Council members planned to meet to review the success of the Independent Study Project.

6 C The Dallas Morning News Friday, March 10, 1972

National Review Team Backs Local Library Study Project

By TERRY KLIEWER

A member of the national review team that looked at the Dallas Public Library's unique Independent Study Project said the local effort is closely tied to current trends in higher education.

Planning Director Robert J. Kingston of the National Endowment for the Humanities said the project is part of the nationwide bandwagon toward non-traditional college studies and so-called "external degrees" earned away from the classroom.

He termed the Dallas project "very sophisticated" and added that he expects similar programs, incorporating local library and university efforts, to get off the ground soon in other major cities.

The Dallas project is unique since it is the first to combine public library resources with those of a university, in this case Southern Methodist University.

The independent study program, combined with the new College Level Examination Program (CLEP), allows Dallasites with enough energy and perseverance to complete up to two years of basic college work through individual study at their own pace.

Kingston, whose organization provided part of the $100,000, 2-year grant to fund the local project, listed St. Louis, Miami and San Diego as the most likely candidates for the next joint library-university programs.

"The nation as a whole is devoted to universal higher education," said Kingston. "About two-thirds of the adult population doesn't go to college. This is one way for some with the opportunity and need to continue their education."

Kingston said 3,000 Dallas residents have picked up library literature on the study project and 2,000 of them have actually begun their own studies.

All studies presently outlined by SMU are freshman and sophomore level and cover general topics such as literature, said Kingston. But plans for advanced course outlines for such topics as literary criticism are moving ahead, he added.

Kingston disputed criticism that the general trend toward out-of-classroom studies and external degrees will water-down the prestige of college degrees or hurt the advancement of minorities relying heavily on traditonal degrees to get them ahead in the world.

Pointing specifically to the Dallas effort, he said it simply provides a means for someone who cannot attend formal classroom lectures to learn the same material on his own.

REPORT TO THE

NATIONAL INTEREST COUNCIL

Independent Study Project
Dallas Public Library
Dallas, Texas

September 15, 1972

Project Director:

Mrs. Jean Brooks

INTRODUCTION

The Dallas Public Library's Independent Study Project is reaching the heart of a dilemma faced by public libraries today. Evaluation of library services on some basis other than circulation appears to be an immediate need so that librarians may establish priority levels of services offered. Many public librarians are beginning to feel that qualitative, time-consuming services to meet the educational needs of the adult non-user and user should not be relegated to the level of a "special service". It is possible that the extent of even a "special service" may have to be predicated by the addition of added staff or the commitment of present staff to a goal beyond recreational and informational needs of the user, both in effort and selection of resource materials. The proposal which gave birth to the Independent Study Project functions set as one of its objectives: "To determine, through ongoing evaluation of the project, the appropriateness and the effectiveness of the public library in this educational area [self-higher-education]". The emphasis in ISP during the first 6 months was on getting-the-story-out, learning ways in which to describe and motivate toward the creation of a core of students. The second 6 months' period has suggested a need to take a closer look at the library's capabilities for meeting the needs of this core of students. This look includes a careful examination of the role of the

librarian who works with the independent student. In order to begin to understand the impact of independent study upon the library, we have learned, it is important to examine the needs of both the independent student and the librarians who work with him.

THE INDEPENDENT STUDENT

A mailing list of 1,386 names of independent students is being maintained in the ISP office. Added to this number would be any students who did not wish to give name and address; that number cannot be estimated. Not all students on the mailing list can be counted as actively working on independent study, but none has indicated that he wishes his name to be removed from the list. Workshop attendance for the first year totalled 380 for 31 workshops, an average attendance rate of 12 students. Since, however, the first workshop was not held until October of 1971, the actual total number of months involved is 9, and the average monthly attendance is 42. A questionnaire mailed to those listed by the Project Evaluator brought in 200 responses. There exists no criteria for accurate quantitative analysis of the actual number of independent students studying under ISP. Interested persons signing cards to be placed on the ISP mailing list and receiving the ISP News average 100 per month. The age range of students is from the 20s into the

70s with the average age in the mid-30s. All ethnic groups are represented.

To date personal and telephone contact with students at the 5 participating branches and the Project Office indicates that the students divide roughly into two groups. In the one group is the more sophisticated student who may already have had some hours of college, may not attend any workshop sessions, and needs very little orientation to understand the project. He works on his own, probably uses the library resources, and takes the tests for CLEP credit. He cannot be numbered, except occasionally, and he cannot be differentiated from other college students who may be using the library daily. The most frequently used phrase of this student when describing ISP is, "It's beautiful." The second group of students exerts more of a measurable impact upon the library. Some of the characteristics observed are dependence--on both library staff and books on the book list--shyness, insecurity (a need for reinforcement of ability), lack of confidence, and strong desire to continue education, but disbelief that it can really be done. The two most frequently used phrases in this group when learning of the program are: "Is this really true?" and "I'm really too old to do this" (predominately ages 33 to 50). By the time the student has reached the age of 60, he either knows he is not too old for a new experience, or he is more willing to gamble. Very few students express interest

in independent study for personal enrichment only, and branch librarians feel that even those who do voice this interest use it to rely on as a support should their scores be below acceptable levels. The great majority of independent students are studying for purposes of college credit toward a degree, job-upgrading, or teacher certification. Perhaps personal enrichment per se will not be an expressed goal. Planning a new thrust to life through studying for credit may be consciously motivated by the desire for economic advancement, but basically the central element is "personal enrichment."

THE LIBRARIAN

During the first 6 months of ISP we learned not to play a numbers game; not to expect an instant independent student body. We realized that no study such as ours could be done without independent students, so our goal was to market and motivate. The second 6 months we have been expecting instant expertise and commitment on the part of librarians. We are learning, however, that a study does not develop that way. Along with constant evaluation go the aches and pains of growth and shaping to the environment we are attempting to create. Commitment, if it is to be at all, follows in a natural order after understanding of a concept or a service that is new. The error in this trial and error process is not bad if it serves to synthesize direction.

The 5 participating branches were chosen because of their different sizes, diversity of cultural-socio-economic neighborhoods, size of book collections, and number of staff members. The total library system has 14 branches, and independent students come from all of the 14 branch neighborhoods as well as from the outlying suburban small cities. The participating branches carry a load of new students which has averaged approximately 40 to 50 interested persons per month over the period of a year. The independent students in group one, mentioned in the first paragraph of this section of this report, come and go quickly, their needs easily satisfied. These students are typical of the traditional student who has always used the library for educational purposes. The students in the second group require more time from the librarian. They are usually new borrowers or entering a new pattern of borrowing which demands more use of the librarian's expertise. They are usually unaffiliated with any other educational institution, so their resource needs are totally dependent upon the library's collection. They are unfamiliar with the academic structure, so guidance through the maze of college nomenclature and requirements presents a new role for the librarian. They are sometimes shy and unsure of the direction they want to go, so the librarian becomes a counselor to the extent that he encourages learning.

The independent student-librarian relationship must

function within an environment of mutual interest and understanding. We, as librarians, are learning that a great number of interested persons who come to us for help in beginning independent study are actually very dependent. In this second 6 months' period we are recognizing that we cannot always expect to "create" instant independent students. A large part of the learning process involved in becoming an independent student is the growing awareness of independence. It is at this point in the ISP program that we have begun a very careful assessment of our attitudinal approaches to the independent student.

We are learning that making value assessments as to who is capable of independent study and who is not, what constitutes acceptable student motivation toward independent study and what does not, and who should be encouraged to continue and who should not, are roles of the student, not the librarian. The prospective student who values this opportunity for learning is very vocal. He knows when we condescend, and he knows when we are disinterested in him, and he often tells us about his dissatisfactions. We are learning that the librarian's role in this relationship is to guide the student to a knowledge of how to rely upon his own resources using the tools and assistance we can offer him. Above all we are beginning to analyze our own dependence on traditional structures as a safe back-up (instructors, assignments) for students' achievements. We are becoming aware that the student can reach a

measure of independence only when we have the courage to recognize our own independent roles and pass to the independent student the responsibility for his own achievement.

STUDY GUIDES/READING LISTS

The Study Guides/Reading Lists have occupied the attention of everyone engaged in the Project during the second half of our first project year. This resource material was created particularly for the independent student, who has indicated his interest by requesting approximately 4,000 copies.

Two major opinions have been expressed by independent students: the reading lists are too long and/or the study guides are excellent, "I couldn't have passed the tests without them." One student noted that she had "overlearned" American History: "The Study Guide/Reading List is beautiful, the test is bad."

Suggestions of the Project Office, Advisory Committee, and Study Guides/Reading Lists' authors have ranged from drop the lists, revise totally to create a model which will combine the two in the form of a running commentary, shorten the reading list, to lighten the reading lists with easier reading. Attempts were made to revise the existing Study Guides/Reading Lists through cooperative effort of instructors and authors. Recognizing the basic need for some guide for students as well as the broad span of educational and cultural background to

be reached, the final conclusion was that the present Study Guides/Reading Lists would be designated as Experimental Models.

SMU faculty members who have conducted workshops are in unanimous agreement that reading lists should contain at least one basic general text. It is recommended that each participating branch have 2 or 3 copies of each of these texts. Further conclusion of the Project Office is that the ideal situation would be for the model Study Guide/Reading List to be evolved from workshop experiences, retaining the flavor of cultural excellence, but also relating more closely to an independent student of little background.

RESOURCES

The 5 participating branch libraries which serve as resource centers for the Independent Study Project are also serving the needs of students within their respective communities who are formally enrolled in educational institutions. The drain on the public library's book collections is very heavy. The 5 participating branches may borrow books from any other agency within the system, but each other community service agency has a like drain upon its collection. To date 69 inter-agency requests from the 2 smallest participating branches for ISP students have been noted in the statistics.

In order to assess the use of the libraries' resources by the independent student, spot checks have been made at the

5 participating branches of books on the Reading Lists as well as total subject areas. It has been noted that in all branches serving the study, certain titles are not found on the shelves and/or certain subject areas are completely bare or greatly depleted. The branch librarians report they cannot determine whether their regular student population or independent students have the books. It is not possible to quantitate percentages on types of students who are unable to secure needed books. Random complaints from ISP students are indicating that the independent student is beginning to have difficulty obtaining books in the more popular subject areas.

As a major problem facing the participating branch librarians, we are beginning careful study of this situation. The unaffiliated independent student is totally reliant upon the public library as a resource center for his study materials. The librarians in the 5 participating branches are free to order books for the independent student when a need is shown. To date a very few books have been ordered by participating branches.

Book budgets must cover community recreational and informational needs, the needs of students in those community educational institutions whose needs are not met by the institutional libraries to which they have access, as well as the needs of this new independent student who has no other means of procuring free books. He needs his books now, finds study delayed

by a wait of 3 weeks or more for a reserved book, and has only 3 weeks use of the material when it becomes available. He is a new user, he needs time, careful handling, a share of the budget priorities, and some special way of assurance for his needs when other students' library desires are not being satisfied. Does this independent student present a challenge to our librarians for commitment?

WORKSHOPS

As noted earlier in this report, branch librarians find that personal contact with ISP students following the initial orientation is rarely measurable. During the first 6 months, recognizing the lack of continuing personal relationship with the independent student, the Independent Study Project personnel scheduled one monthly workshop at each participating branch library to serve as a check on whether anyone was really using the study program. Within the first year of the Project 380 persons have attended workshops. Those subjects drawing the largest number of interested students have been psychology and the "how-to" workshops on independent study, reading books, and testing.

During the second 6 months we have observed that the workshop often functions as a lead-in to independent study, sometimes draws interested persons who may not become formally involved with independent study, serves as a meeting place for personal exchange between librarian and independent student

and faculty member, and provides a time for questions not fully understood during initial orientation. One branch librarian notes that the easy-going, give-and-take atmosphere of workshops has enhanced his ability to relate to both prospective and continuing independent students. Few of the librarians at the participating branches have time available for attendance at workshop sessions, so this has become largely a function of the Project Director. As a result of this personal contact the Project Office has become a center for questions, compliments, and complaints. We would prefer that the personal contact be at the branch libraries, but the centralization of information and referral has allowed a better opportunity for an overview of the study than might have been possible otherwise.

The relation of student to student has also just begun to take form. Through telephone number exchange at workshops or from Project Office referral, students are making interpersonal contacts for advice on how to prepare themselves for tests, what the tests are like, and subject area discussions. The number of requests for personal tutoring has been very small, but groups have asked for a repeat at a later date of some subject area workshops. Continuing group sessions on a particular subject might be considered as "tutorials" with more emphasis on individual problems which have arisen through study.

CREDITS FOR CLEP

In the first 6 months' report it was noted that a particularly difficult area for the Project was information (and even more particularly, accurate information) on colleges granting credit by examination. The Project Office has since become a clearinghouse where all available listings of CLEP crediting institutions are prepared for use by the 5 participating branches. Independent students themselves often bring information on new sources of accreditation to branch libraries and to the Project Office.

Three of our local colleges now offer at least 60 hours of credit through CLEP, and the Dallas County Community College District now accepts CLEP for credit. Each of these institutions has given us names of individuals on campus who will counsel students. Almost all colleges and universities in the immediate area now offer from 12 to 30 hours of credit through CLEP, and we have the name of one person on each campus who will understandingly counsel independent students. Other academic institutions not yet offering credit for CLEP are in the planning stages.

The slide-tape presentations available at the 5 participating branches are rarely used by ISP students. This non-use is probably due to lack of comfortable viewing space and inadequacy of the presentations to answer needed questions. We are finding that the independent student who seeks academic

advice requires personal attention and very specific information on crediting and course requirements. He is not interested in physical facilities and student activities.

Cooperation with the academic community has been excellent. It is the Project Director's personal opinion that the independent student himself is a forceful spokesman for his cause, and that he has been a motivating force locally in academic acceptance of CLEP.

PUBLICITY

The second area of need for the Independent Study Project during the first 6 months was continuing publicity; we have met that need somewhat from 3 directions. The Advisory Committee agreed to the expenditure of some funds for one paid publicity advertisement in special education issues of the 2 leading newspapers and in translation in a local Spanish-language newspaper. Over 6 months later response to the English-language advertisement is still coming in through the coupon clippings. We are learning through this that prospective independent students often wait for the time they are ready. We have had no response by coupon to the Spanish-language ad, and we cannot measure impact on the Spanish speaking community.

Our second approach is to the newspapers through workshop publicity with monthly announcements of our total

workshop calendar, and, finally, we have had our first human interest story. Each new article brings new students. Taping of 5 and 30 minute radio spots and spot announcements by local stations continues to bring in interested individuals.

Our third thrust is from the Project Office by means of 2 publications. One is a brochure explaining ISP, copies of which were mailed to industry and business, civic organizations and academic institutions. Our second publication is the ISP News, which carries announcements of current happenings to independent students on our mailing lists and to business and industry. Both of these in-house publications have been highly successful in educating and motivating. Business and industry and academic institutions have requested additional copies for their own use.

A prime example of public relations between the academic community and the library is the inclusion of a statement on the Dallas Public Library's Independent Study Project in the forthcoming Bulletin of University College of Southern Methodist University. Official recognition by an academic institution is top publicity.

At the end of one year, we cannot quantitate, but we can unequivocally state that within our community are people who will come to the library to engage in independent study for continuing education. Some of these people might eventually return directly to college on a formal basis, but possibly

some never will. The veteran who had dropped out of school, was drafted, returned from the service, and married now 3 years later admits, "I was a hard head about education, but now I know I need it." The eldest of a family who worked to help the younger children through college, now sees a chance for himself. The policeman who needs education to help him understand and relate to the community he serves sees a way to start now. Independent Study potential often lies in its time element--this can be accomplished now, whatever the student's situation.

BRANCHES

Branch librarians working with ISP state, "No special ingredient is needed by a librarian working with an ISP patron. It requires the same patience, enthusiasm, knowledge of subject or location of information on the subject as is required to respond to any library patron. The amount of effort required on the part of librarians to provide information on the program is not burdensome. In fact, it requires no more effort than providing available information on any subject. It may take more time to provide full information to an inquiring ISP patron, but it has not been a problem to this branch to date." Since answering questions about CLEP often ties up librarians in explanation to as many as 5 students at one time, some students often have a long wait. One librarian suggests perhaps, "a filmstrip on the ISP itself could be

introduced easily to a patron, stimulate questions and be of great benefit to him." It is also noted that "current questions appear to be more indepth as the project is drawing more serious students."

"The bibliographies and study guides are a necessity. Adults planning to embark on this type of program need the guidance and support that these bibliographies offer," contributes one librarian. The smallest participating library notes: "Many people do not want substitutions from bibliographies and in order to make them feel more confident we frequently draw on the Central Library's collection. If current demand increases, budget funds will reflect a small percentage allotted solely for ISP materials." One of the larger participating branches perceives purchasing books for students preparing to take CLEP tests as supporting a curriculum.

Perhaps some of the participating branch librarians will agree with one of their group who said, "The projected outlook for ISP is limitless." Others may feel the same dismay as those who decry the small amount of circulation for the amount of time spent with the independent student, or those who are not comfortable with the call for college "counseling" on what courses to take. Librarians at one branch report, "CLEP respondents are characterized by eagerness and the branch seldom sees them again, once they realize credit is not issued here." Probably most of the participating branch librarians will agree,

"Although hundreds of persons have inquired about and been provided literature and information on the Independent Study Project, there has been no return flow of information from these patrons to us."

Perhaps the key words here are: "no return flow of information." Much of the time spent on ISP goes in to the qualitative analysis, the questions and possible answers of the evaluative process. There are few motivating highs or lows of a success or a failure, a job well done, or a quantity too small. We know of the 10 students who have made successful test scores out of the hundreds who have used our resources, but we do not know how many more are studying now or have actually taken tests or had successes. We know the Test Center at Southern Methodist University has given almost twice as many CLEP tests in the past 6 months as in all the previous 18 months, but we can only assume ISP played some part in that acceleration. We are recognizing the potential of the library in motivating a new community interest, and now we are learning that quality professional commitment is a necessary part in actuating the potential.